Lesson Plan Template Rev 10/1/09 Dr. Thieman

Name: Tiffany Mathes Age/Grade Level: 9th grade

Subject Area(s): Language Arts Unit Title: Politics of Romeo & Juliet

Lesson Title: Getting to know Shakespeare Estimated Time: 90 minutes

**Purpose/Rationale for lesson:** In order to fully understand the text the student must first identify its historical context and understand the plot and character summary.

**Curriculum Framing Questions:**

Essential Question: How does Classical Literature help us to understand the human condition?

Unit Question that applies to this lesson: How does knowing the historical context and ability to properly interpret the text aid in our understanding of *Romeo & Juliet*?

Lesson or Content Question(s): Who is William Shakespeare? How do we read and understand the plot and characters in *Romeo & Juliet*?

**Goal:** The student will be familiar with the life and time period in which William Shakespeare lived. The student will understand the plot and characters in *Romeo & Juliet.*

**Learning Objective(s):** The student will read William Shakespeare’s *Romeo & Juliet* and be able to comprehend and interpret the text. The student will be aware of the historical context of the text as well as the life of the author. The student will read aloud a piece of text in class in order to demonstrate understanding.

**Curriculum Standard(s):**

* EL.HS.RE.09 Develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud.
* EL.HS.LI.02 Demonstrate listening comprehension of more complex literary text through class and/or small group interpretive discussions.

**Materials Needed: Computer, screen projector, a copy of the play *Romeo & Juliet* by William Shakespeare*,* a pen and paper**

**Background knowledge or skills students need prior to lesson:** This lesson is instructional and introductory in nature. Basic reading and speaking skills are required.

**Hook or Introduction:** To engage students begin the class with a discussion: Think of your favorite book or movie. What is one word to describe what the movie or book is about. The teacher will write five to ten of the students’ responses on the board. The teacher will circle all of the themes written on the board that share a connection to *Romeo & Juliet*, without yet revealing the connection in order to build curiosity and anticipation. The hook will end with the teacher explaining the connection and a simple closing remark: *Romeo & Juliet* seems to have a little something for everyone. (10 minutes)

**Procedures:**

**Step 1: PowerPoint Presentation:** The students will listen and be welcome to interject as the teacher introduces the class to William Shakespeare via PowerPoint presentation. Presentation purpose: The student will know about the author and the time period in which the play was written. The student will gain insight into how to effectively read the text and be given several online resources to serve as a textual aid. The student will know the plot and characters in *Romeo & Juliet*. (30 minutes)

**Step 2:** **Seeing and Hearing *Romeo & Juliet*:** The teacher will have the class watch a short clip of the 1978 BBC production of *Romeo & Juliet* in order to fully understand how the play is to be properly read and performed in a theatrical setting. The class will discuss their reaction to the video. Questions for class: (15 minutes)

URL to video clip: <http://www.youtube.com/watch?v=D3_T7b7p0hU&feature=related>

**Step 3: Group Reading:** In order to assist the student in becoming comfortable with reading *Romeo & Juliet,* the teacher will have all of the students turn to the Prologue in *Romeo & Juliet*. The teacher will read this section aloud to the class, pausing for any questions or concerns the students need to address. The teacher will then have each student read one line of text aloud from Act I, Scene I. Participation is required by every student. The teacher will start at one end of the room and go through the rows, ensuring equal participation. The lively and comedic nature of the first scene, as well as the absence of soliloquies, makes this an ideal introduction to reading a Shakespearean play. (35 minutes)

**Step 4: Homework Assignment:** The teacher will give each student a handout with four questions regarding the assigned homework. The student is to return to the next class meeting having completed the handout and having read through Act I, Scene IV.

**Closure:** Speak briefly with the class and reinforce that while the language in *Romeo & Juliet* is different than what they may be familiar with, the emotion and action in the story, as well as the themes of love and rivalry, keep it interesting and are easy to follow.

**Assessment and Evaluation of Student Learning:** The PowerPoint Presentation as well as the Group Reading will give the student a clear picture of what they need to learn. The PowerPoint Presentation is an instructional aid and introductory tool designed to demonstrate to the student specific steps they must take to be successful. The Introduction and class discussion is aimed at addressing the enduring relevance of Shakespeare and common themes in modern film or literature such as love or conflict.

***Romeo & Juliet Homework***

***Act 1***

1. The Chorus summarizes the story for the audience before the play has even begun. Explain how knowing the way in which the play will end affects the reader.
2. What purpose does the exchange between Abram and Sampson serve in Act I, Scene I?
3. How does Prince Escalus feel about the feud between the Capulets and Montagues? Refer to his soliloquy (Act 1, Scene 1, Line 70-95) and cite from the text directly.

4. Explain how you perceive the relationship between Romeo and Mercutio. Back up your statement with one quote from text.